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ABSTRACT

The policy statements reported here were developed to assist decisionmakers in the improvement of vocational education in Wisconsin through the clarification of philosophy, restatement of principles, and categorization of statements of policy. First, a preamble sets the framework for what follows by defining some basic concepts, including vocational education, philosophy, and policies. Then follows a list of eleven principles of vocational education which served as the basis for the policy statements. The remainder of this booklet presents the policy statements in five sections. The first one lists sixteen program policy statements addressing the extent and scope of vocational programs, the people to be served, and criteria for use in program planning, development, implementation, and evaluation. Section 2 presents nineteen personnel policy statements indicating the nature, scope, and expectations of vocational education personnel. In section 3, eight student policy statements are presented which focus on the development of appropriate programs, facilities, services, and activities to meet the individual needs of students. The fourth section contains eight fiscal policy statements which serve as guidelines for examining and generating funding policy for vocational education. The last section lists fifteen evaluation policy statements addressing the need for the continuous evaluation of goals, processes, and products. (EM)

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POLICY STATEMENTS FOR VOCATIONAL EDUCATION IN WISCONSIN

A Report Prepared by a Representative Committee
and Reviewed by
an Interagency Panel Concerned with Vocational Education

1977

Approved November 22, 1977 by the
Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

ACKNOWLEDGMENTS i
FOREWORD ii
PREAMBLE iii
PRINCIPLES OF VOCATIONAL EDUCATION iv
POLICY STATEMENTS
Program Policy Statements 1
Personnel Policy Statements 2
Student Policy Statements 3
Fiscal Policy Statements 4
Evaluation Policy Statements 5

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ACKNOWLEDGMENTS

In keeping with the need for development of policies and a reinterpretation of philosophy and principles of vocational education throughout the Nation, a representative committee was appointed by the State Director of Vocational, Technical and Adult Education in January, 1977 "to expand policy statements for vocational education in Wisconsin". To arrive at policy statements it became necessary to identify or develop a list of principles or concepts of vocational education based on a set of philosophical beliefs.

The committee met several times and this report could not have been developed without the diligent study and hard work of its members.

Acknowledgments are extended to the members of the committee who developed the report: Patricia Bennett, James Covey, Jerry DeLeeuw, Harold Halfin, Roland Krogstad, Audrey Lehman, Virgil Martinson, Orville Nelson, Patricia Rickman, Harland Samson, Helen Scheve, Paul Speight, Elaine Staaland, Dale Steffen, and others who reviewed portions of drafts in the process of development.

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Credits are extended for the use of materials from several references, including: *Policy-Making for Vocational Education, Suggestions for Developing and Implementing Policies for Vocational Education in the States,* Melvin L. Barlow, Director, Division of Vocational Education, University of California, 1975; *This We Believe,* Report of Conference on Vocational Education Conducted by Region V, USOE, 1976; and *Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin Through 1980,* Wisconsin Board of Vocational, Technical and Adult Education, 1976.

THE BOARD

FOREWORD ii

The quality of vocational education is influenced by many political, economic and social forces which evolve through people. Legislation must reflect the consensus of the people and must evolve from certain basic principles, concepts and professionally determined policies.

> *"Laws are but the expression of public policies which reflect, under our system, the purposes which have popular support at the time they are enacted. Laws relating to vocational education, like most others, have been shaped by many forces, and especially by individuals whose leadership and capacity to articulate their views were most influential at the time the laws were drafted. The philosophies of these leaders and the goals they have espoused account for the provisions of the controlling legislations."* (1)

It is imperative that the public recognize its responsibility for providing vocational education as a free educational service and as an investment in human resources.

The major purpose of this report is to assist in the improvement of vocational education in Wisconsin through clarification of philosophy, restatement of principles, and categorization of statements of policy.

The policy statements are deliberately expressed in positive terms. Words have been selected to give maximum clarity and precision to the statements. The word "should" implies hopes or preference while the word "shall" requires action.

The statements, as worded, are offered as current interpretations of contemporary vocational education. It is recognized that not all aspects of vocational education have been addressed. It is expected that other groups could develop additional principles or policies. Because of the dynamic nature of the field those policies presented here would likely need to be modified or restated over time.

This document may be used to assist in giving direction to decision making; preparing and orienting staff; providing support to the forces needed to generate appropriate legislation; and sustaining the important role of vocational education in our society.

Eugene Lehrmann, State Director
Vocational, Technical and
Adult Education

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(1) Leighbody, Gerald B., *Vocational Education in America's Schools*, Chicago, Illinois: American Technical Society, 1972, page 2.

PREAMBLE

America's educational systems persist because the people believe that schools do something worthwhile that no other social institutions can do. This something of value deserving support is generally expressed as a combination of the right of the individual to equal and adequate educational opportunities, and society's need for citizens who can participate effectively in the world. One of the basic tenets of education is that each individual has the opportunity to prepare for meaningful work. That part of education which is specifically intended to prepare individuals to perform meaningful work is referred to as vocational education.

Work has dignity, and no force has been more powerful in people's rise from savagery to civilization. Work has enabled people to satisfy their ever-increasing needs and wants. The people of the United States. by means of continuous and purposeful work, have converted the resources of this nation into a quantity and variety of goods and services unprecedented in history. People's dignity, their ability to learn through meaningful experiences, and their desire to have control over their environment are enhanced through vocational education. The very survival of a free American society is jeopardized to the extent that individuals become dependent upon the society through loss of survival skills, self concept, and productivity.

This document of basic policy statements is based upon certain principles which in turn are derived from philosophical concepts of vocational education. A Philosophy of vocational education is concerned with individual beliefs and interpretations of the what, when, why, who, where, and how as these relate to needs of people and meaningful work. Vocational education in Wisconsin is dedicated to the preparation of its people for meaningful work through offerings and services by local districts at a time, place, and in a manner allowing individuals to realize their maximum potential.

Principles are basic truths, laws, or assumptions which determine the intrinsic nature of vocational education. The majority of principles that guide vocational education today were first delineated during the early period of vocational education and have been periodically reinterpreted to reflect changes in society, business, industry, and education. Principles serveas the basis for policy and are inextricably bound to the economy, the labor force, and the social structure.

Policies are broad goals or statements of purposes which give direction to decision making in the operation of the educational enterprise. Policies serve to make principles and philosophy operational. Policies tend to focus on major components of vocational education such as students, program, personnel, finance, and evaluation. The policy statements in this report have been tested in terms of the principles of vocational education listed.

In Wisconsin the provision of vocational education in the grades K-12 educational system is the responsibility of the Wisconsin Department of Public Instruction. Provision of vocational education to post-secondary youth and adults is the responsibility of the Wisconsin Vocational, Technical and Adult Education system. Implementation of policy is the prerogative of the individual delivery systems.

PRINCIPLES OF VOCATIONAL EDUCATION iv

Principles, which evolve from philosophical concepts, served as the basis for the development of the policy statements in this document. The following principles are based on beliefs which should be true of vocational education. They are of a broad philosophical nature and are not intended as operational guidelines, rules or regulations.

1. Vocational education benefits the entire society; therefore, its provision is the shared responsibility of the nation, the state and the local community.

2. Vocational education is based upon the continuous assessment of the social, economic, and occupational needs of the individual and society.

3. The primary purpose of vocational education is to provide opportunities for individuals to explore, prepare, enter or advance in appropriate occupational areas.

4. Vocational education, while primarily concerned with work or employment-related attitudes, skills, and knowledges, contributes to the total growth of individuals.

5. Vocational education is for all individuals who need it, want it, and who are able to profit by it without regard to sex, age, creed, religion, race, geographical location, or physical or mental handicaps.

6. The input of Advisory Committees is essential in the development, implementation, and evaluation of quality vocational education.

7. Vocational education requires competent administrators and staff with professional, technical, and occupational expertise in the fields for which they are responsible.

8. The growth and improvement of vocational education is dependent upon the expertise and professionalism of those individuals associated with vocational education at all levels of authority and responsibility.

9. Vocational education provides guidance and counseling to assist individuals to develop their interests and abilities, plan their educational goals, and obtain placement in occupations for which they have been prepared.

10. Vocational education is most effective when the theories, concepts, and processes to be learned are taught in a context of their application.

11. The improvement and advancement of vocational education is dependent upon research, statistical data, and the judgments of knowledgeable persons.

PROGRAM POLICY STATEMENTS 1

A vocational education program is defined as a series of integrated courses which supply the student with knowledges, skills, attitudes and competencies needed to achieve occupational goals. Successful completion *usually* leads to a marketable job skill.

The vocational education programs are intended to be closely related to the occupations of people. In this sense the program is sensitive to employment and can be expected to change as demands fluctuate. As new occupations and jobs are developed, vocational education is expected to adapt its programs to include these areas. Similarly as occupations cease to provide an employment market, vocational education is expected to reject such preparation as a part of its program. Because an ultimate aim of vocational education is to educate people so that they might be placed in a job, complete freedom in program development is modified by work opportunities.

The policy statements in this section address the extent and scope of vocational programs, the people to be served, and criteria for use in program planning, development, implementation and evaluation.

1. The needs of society, labor market, and individuals shall be identified, priorities established, and research coordinated to assist in meeting current and anticipated vocational curriculum, instruction, supportive services and administrative needs.

2. Vocational education activities such as planning, programming, operating, and evaluating shall be appropriately articulated among all agencies and institutions involved.

3. Vocational education institutions and agencies within the state shall structure information systems which shall include common data elements to aid in program decision making.

4. Planning and implementation of vocational education programs shall be carried out by the local district with the assistance of appropriate state leadership and federal agencies.

5. Vocational education programs shall be developed, implemented, and evaluated with input from advisory committees which include representatives of employees and employers.

6. Vocational education program offerings shall be identified, developed, implemented, evaluated, modified or discontinued on the basis of changing individual and societal needs.

7. Comprehensive vocational education programs, activities, and services shall be provided to meet the needs, interests and capabilities of all students who can profit from the instruction to enable them to be prepared for, retrained for, or upgraded in existing, new, and emerging occupations.

8. Vocational education programs should have a sufficient breadth and depth of instruction to ensure that students develop competencies to enter and progress in their chosen occupation.

9. Vocational education should include a well-organized sequence of instruction and experiences in order for students to explore their potential careers.

10. Vocational education programs should be articulated among all educational levels.

11. Leaders in vocational education shall have an understanding of and a capability to develop and administer programs in all vocational program service areas.

12. Vocational educational programs shall provide the opportunity for students to work and to learn on equipment and in facilities that closely replicate the occupational area.

13. Vocational educational programs shall provide the opportunity for students to engage in learning activities encompassing the theories, concepts, and processes of current and emerging occupation requirements.

14. Vocational education programs shall include general education and social development as needed for occupational, social, and civic competence.

15. Vocational student organizations shall be an integral component of vocational education programs.

16. Decisions on the nature and scope of vocational education programs shall rest with individuals who are knowledgeable and competent in vocational education.

PERSONNEL POLICY STATEMENTS 2

Quality vocational education is implemented by a well-prepared, competent, and qualified staff which is continually updated to keep abreast of the needs and demands of the individual student and society. The staff must be able to translate these needs and demands into meaningful programs that prepare individuals who have the skills, knowledges, and attitudes to help meet these societal needs and demands as well as help solve societal problems.

The vocational education teacher should exhibit behaviors which serve as a role model for students. Vocational education supervisors and administrators must utilize the latest management techniques and interpersonal relations to assist the teachers in providing the best programs possible. Teacher educators must use relevant updated teaching techniques and materials as they prepare vocational education personnel to deliver vocational education. Those responsible for state and national leadership of vocational education need to be competent vocational educators.

The following policy statements, drawn from the basic principles, indicate the nature, scope, and expectations of vocational education personnel.

1. Development of instructional competencies of vocational education personnel shall be the shared responsibility of the individual, the local education agency or districts, the state, and the teacher education institutions.

2. Local, state and federal agencies have a responsibility to plan for the quantity and quality of needed vocational education personnel.

3. Certification of vocational educators is a state function.

4. Certification standards should be determined and implemented by a state certifying agency with input from educators, practitioners, and lay personnel.

5. All vocational education personnel at the state and local levels shall meet minimum certification standards.

6. Occupational experience shall be a part of the preparation of all vocational educators; the amount of experience required will vary among the various vocational education service areas.

7. Professional, technical, and occupational competence of vocational educators shall be re-demonstrated and evaluated through an approved plan process.

8. Institutions responsible for vocational teacher education should consider granting advanced standing in technical education requirements for individuals demonstrating occupational knowledge acquired through other sources.

9. All vocational education personnel at the state and local levels shall have competence in assessing the social, economic, and occupational needs of the individual and society.

10. Vocational educators shall have the skill and knowledge to develop occupational programs.

11. Vocational educators shall have competence in the utilization of advisory committees.

12. Student services personnel shall apprise program developers and instructional staff of the students' interests and abilities, educational goals, and job placement data.

13. Vocational educators shall have a commitment to serve all individuals without regard to sex, creed, religion, race, age, or physical or mental handicaps.

14. All vocational educators shall have an understanding of the roles of guidance and counseling and evaluation of students' learning in order to assist students to reach their potential.

15. Vocational educators should be competent in providing students with practical application of theories, concepts, and processes.

16. Vocational educators shall understand the philosophy of vocational education including the state perspective.

17. Vocational educators should have a commitment to the development of students as total individuals capable of succeeding on the job and as contributing members of society.

18. Vocational educators should recognize and advocate the role of vocational education in the total education system.

19. Leaders in vocational education should be developed from the ranks of those who have understanding of the philosophy, principles, concepts, and purposes of vocational education.

STUDENT POLICY STATEMENTS 3

Serving students' diverse interests and abilities and meeting their various needs should be the underlying consideration in all programmatic and administrative decisions. Students have the right to make informed career decisions on the basis of adequate information about themselves and about the world of work.

The following policy statements are designed to encourage assessment of the individual. They will influence the development of appropriate programs, facilities, services, and activities to meet the students' needs.

1. Assessment shall be provided to assist individuals in appraising their interests, aptitudes, and capabilities, in order to facilitate their making realistic career and occupational decisions.

2 Students should be provided opportunities to apply occupational theories, concepts and processes through simulation and/or on-the-job training.

3. Learning activities should be designed to meet the individual needs and abilities of the student.

4. A representative of the student population being served should be a member of each advisory committee as appropriate.

5. Students shall have access to job placement services.

6. Vocational education shall provide the student with an opportunity to obtain a marketable skill.

7. Opportunities for membership in a related student organization should be available to students in all vocational areas.

8. Students shall have access to vocational education programs, activities and services regardless of geographic location or economic status.

FISCAL POLICY STATEMENTS 4

The fiscal policies for vocational education involve collection, management, expenditure and accountability of funds. Funding of vocational education since 1917 has been a combination of funds from the federal, state and local governments. State policies regarding the financing of vocational education must relate to the total expenditures of funds for vocational education so that such funds are managed efficiently.

The following statements serve as guidelines for examining and generating funding policy for vocational education.

1. Federal, state, and local governmental units shall cooperate in financing the operation and administration of vocational education programs, activities and services commensurate to the degree of [illegible]ested interest and desired involvement.

2. Federal, state, and local funds shall provide for vocational education programs, activities, and services.

3. Funds shall be sought to cover the entire scope of vocational education including exploratory, preparation, and placement.

4. Fiscal planning shall be correlated with program planning at each level of vocational education.

5. Funds shall be sought to provide for the encouragement of closer integration and correlation of vocational education with other components of the educational program.

6. The state shall advise and inform all local educational agencies and institutions of the Federal and state resources and services available for planning, programming, and budgeting of vocational education activities.

7. A fiscal reporting system incorporating procedures for timely and accurate reports shall be provided at all levels.

8. Standards, criteria, and procedures for the allocation of state and Federal funds in an equitable manner to vocational education programs shall be in accordance with the State Plan for Vocational Education.

EVALUATION POLICY STATEMENTS 5

The maintenance of a quality control and accountability system for vocational education requires continuous evaluation of the goals, processes, and products relative to students, staff, curriculum, instruction, support services, facilities, organization, and administration.

Evaluation is the determination of the worth of something and is an integral part of any decision-making process. It involves value judgments of people measuring against established criteria.

Evaluations may be made to: (1) define the setting, goals, and objectives associated with the mission of the organization; (2) identify and assess system capabilities and strategies for programming; (3) identify or predict defects in processes and procedural design; and (4) relate outcomes to context, goals, objectives, and standards.

The evaluation model to use is generally precipitated by critical decision-making needs and based upon the types of decisions to be considered and the settings within which they are to be made.

The following evaluation policy statements evolve from selected basic principles of vocational education:

1. Vocational education shall be held accountable to the various publics for the attainment of its goals and objectives.
2. Leadership shall be provided to evaluate all aspects of vocational education.
3. Although evaluation is a national concern, evaluation systems for vocational education shall be the responsibility of state and local units to maximize the vocational education benefits to society.
4. Evaluation systems should be coordinated among appropriate federal, state, and local agencies and institutions to eliminate duplication of effort.
5. Vocational education programs should be evaluated within the context of the total educational effort of the institution.
6. Evaluations of vocational education shall include inputs from advisory committees.
7. Evaluation activities shall be established and conducted at predetermined intervals in the planning, development, and operation phases of the various state and local vocational programs to provide both formative and summative evaluation data.
8. The annual and long-range goals and objectives generated by the planning process shall be reviewed and evaluated by groups both external and internal to the formal education process.
9. State agencies responsible for vocational education shall provide leadership for evaluation of vocational education programs, services, and activities.
10. Vocational evaluation shall include a system to determine effectiveness of curriculum, instruction, instructional support services, facilities, equipment, and time allotted relative to occupational theories, concepts, and processes.
11. Research, data, information, and dissemination systems shall be coordinated and maintained to assist in the validation, improvement, and advancement of vocational education programs, services, and activities.
12. The data used for vocational education development, implementation, and evaluation shall be periodically reviewed and analyzed by advisory committees.
13. Evaluation procedures for occupational competency shall be established to ensure that a person's occupational expertise is readily identified.
14. Follow-up studies of former students shall be conducted to determine if their occupational needs were met in their vocational education program and how that program can be improved.
15. Evaluations of supportive services shall be made to ascertain the degree to which individuals are assisted in developing their interests and abilities, planning their educational goals, and obtaining placement in occupations for which they were prepared.